

George Mason University  
**College of Education and Human Development**  
**Undergraduate Elementary Licensure**

ELED 412.002:  
Writing Development, Processes and Pedagogy  
3 Credits, Fall 2021  
Wednesdays, August 23-Dec 15  
10:30-1:00 pm  
Thompson Hall Room # TBD

**Professor:** Margaret Maurizi (Peggy)  
**In Person/Virtual Office Hours:** by appointment  
**Office Location:** Thompson Hall  
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**Registration Restriction:** Admission to Elementary Education program

**Prerequisites:**  
ELED 410 and ELED 411

**University Catalog Course Description**

Provides research-based introduction to literacy teaching and learning for elementary children. Emphasizes writing development; writing assessment; and writing instruction. Addresses writing with exceptional learners; digital literacy; and the creation of a comprehensive literacy instructional block.

**Course Overview**

This course addresses priorities in the BSed plan including literacy, technology, and diversity. It is designed as an integral component of the Elementary Program for teachers of grades PreK-6, and meets state and national guidelines and standards. This course will build closely upon themes taught in the first literacy course and will integrate ideas from other elementary methods courses. It addresses standards from the following professional organizations: Interstate New Teacher Assessment and Support Consortium (INTASC); International Society for Technology in Education (ISTE) National Educational Technology Standards (NETS); the Virginia State Technology Standards for Instructional Personnel; and International Reading Association (IRA) Standards for Literacy Professionals and Paraprofessionals.

**Course Delivery Method**

This course will be delivered using a lecture format. This face-to-face course includes multiple instructional strategies. Individual session formats will vary and may include lecture, small group/ large group discussion, hands-on, interactive work, student presentations, and cooperative learning. **This course also requires field experience.**

**Learner Outcomes or Objectives**

This course is designed to enable students to do the following:

1. Demonstrate an understanding of the linguistic, sociological, cultural, cognitive and psychological bases of writing processes.
2. Demonstrate the ability to assess individual and group literacy needs in a classroom situation, and incorporate writing instruction that demonstrates an understanding of children's writing development.
3. Reflect on their own literacy learning histories and connect these to current theories of writing instruction.
4. Describe the literacy needs of diverse learners, including English Language Learners and students with other unique needs, and they will adapt writing instruction to meet those needs.
5. Explore and explain the role of families, communities, and schools on writing instruction.
6. Demonstrate an understanding of the knowledge, skills, and various diverse processes necessary for teaching writing, including attention to form, purpose, audience, voice, process, grammar, punctuation, and spelling.
7. Be proficient in the knowledge, skills, and processes necessary for teaching writing, including the domains of composing and written expression, usage and mechanics and the writing process of planning, drafting, revising, editing, and publishing.
8. Demonstrate the ability to promote creative thinking and expression, as through writing, storytelling, drama.
9. Demonstrate the ability to teach students to write cohesively for a variety of purposes and to provide instruction on the writing process: planning, drafting, revising, editing, and publishing in the narrative, descriptive, persuasive, and explanative modes.

10. Demonstrate the ability to facilitate student research and related skills such as accessing information, evaluating the validity of sources, citing sources, and synthesizing information.
11. Survey technological tools, print materials, and other resources for teaching writing and demonstrate understanding of appropriate classroom use.
12. Understand, possess, and integrate the knowledge, skills, dispositions, and processes needed to support learners' achievement in an interdisciplinary manner in Virginia's Foundation Blocks for Early Learning: Comprehensive Standards for Four-Year-Olds and the Virginia Standards of Learning in English, mathematics, history and social science, science, and computer technology.

**Professional Standards**

Upon completion of this course, students will have met the following professional standards:

Standards: *INTASC* (<http://www.dpi.state.nc.us/pbl/pblintasc.html>)

INTASC	Assignments
1. Learner Development	Writing Conference; Writing Analysis; Writing Lesson
2. Learning Differences	Writing Lesson; Writing Presentation; Writing Analysis
3. Learning Environments	Writing Lesson
4. Content Knowledge	Writing Analysis; Writing Lesson; Writing Presentation
5. Application of Content	Writing Lesson; Writing Presentation
6. Assessment	Writing Conference Writing Analysis; Writing Presentation
7. Planning	Writing Analysis; Writing Lesson; Writing Presentation
8. Instructional Strategies	Writing Lesson
9. Professional Learning and Ethical Practice	Writing Presentation; Writing Analysis
10. Leadership and Collaboration	Writing Presentation; Writing Analyses

Standards: *ISTE NETS* (<http://cnets.iste.org/teachstand.html>)

ISTE NETS	ASSIGNMENTS
I. Technology Operations and Concepts	Writing Lesson
II. Planning and Designing Learning Environments and Experiences	Writing Analysis
III. Teaching Learning and the Curriculum	Writing Lesson
<i>VI. Social, Ethical, Legal, and Human Issues</i>	Writing Lesson

Standards: IRA ([http://www.reading.org/resources/issues/reports/professional\\_standards.html](http://www.reading.org/resources/issues/reports/professional_standards.html))

I. Foundational Knowledge	Book Talk Presentation, Writing Lesson; Writing Presentations; Writing Analysis
II. Instructional Strategies and Curriculum Materials	Book Talk Presentation, Writing Lesson; Writing Presentations; Writing Analysis
III. Assessment, Diagnosis and Evaluation	Writing Analysis
IV. Creating a Literate Environment	Writing Lesson; Writing Presentation

Standards: CAEP

(<http://caepnet.org/~media/Files/caep/standards/caep-standards-one-pager-061716.pdf?lg=en>)

CAEP	Assignments
1.1 Candidate Knowledge, Skills, and Professional Dispositions	Fieldwork; Book Club; Writing Analysis
1.2 Candidates use research and evidence to develop an understanding of the teaching profession and use both to measure students' progress and their own learning	Fieldwork; Hunts & Sorts; Writing Lesson; Writing Analysis
1.3 Candidates apply content and pedagogical knowledge as reflected in outcome assessments in response to IRA standards.	Fieldwork; Hunts & Sorts; Writing Lesson; Writing Analysis
2.3 Clinical experiences, including technology-enhanced learning opportunities, are structured to have multiple performance-based assessments at key points within the program to demonstrate candidates' development of the knowledge, skills, and professional dispositions, as delineated in Standard 1, that are associated with a positive impact on the learning and development of all P-12 students.	Fieldwork; Hunts & Sorts; Writing Lesson; Writing Analysis
4.2 Indicators of Teaching Effectiveness	Fieldwork; Hunts & Sorts; Writing Lesson; Writing Analysis

#### Required Texts

Fountas, I.C. & Pinnell, G.S. (2017). *The Fountas & Pinnell literacy continuum: A tool for assessment planning, and teaching* (Expanded ed.). Portsmouth, NH: Heinemann.

Routman, R. (2005). *Writing essentials: Raising expectations and results while simplifying teaching*. Portsmouth, NH: Heinemann.

Zarillo, J. (2007). *Are you prepared to teach reading? A practical tool for self-assessment*. Columbus, OH: Pearson.

#### Recommended Texts

Seravallo, J. (2017). *The writing strategies book: Your everything guide to developing skilled writers*. Heinemann.

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- \*\*Choice text – see book club assignment
- \*\*Additional selected readings will be posted on Blackboard.

**Work Timeliness Expectations**

Students are expected to submit all assignments on time in the manner outlined by the instructor (e.g., Blackboard, Tk20, hard copy).

All assignments are to be completed by the date listed in the syllabus. Written work will not be accepted after the due date unless prior arrangements have been made with the instructor. All assignments must be submitted on the due date stated within the syllabus (see below) and should be submitted in the format indicated by the instructor in class.

All written papers are expected to be double-spaced, with 1” margins, and in 12-point font (Times New Roman, Calibri, or Arial). APA format is expected. If you do not have a 6th Edition APA manual, the OWL at Purdue is an excellent resource.

<http://owl.english.purdue.edu/owl/resource/560/01/>

Please Note: The GMU Writing Center offers online support via email. They will provide feedback on your writing within one hour. I encourage you to take advantage of this service.

[http://writingcenter.gmu.edu/?page\\_id=177](http://writingcenter.gmu.edu/?page_id=177)

Grade	GRADING	Grade Points	Interpretation
A	93-100	4.00	Represents mastery of the subject through effort beyond basic requirements
A-	90-92	3.67	
B+	87-89	3.33	Reflects an understanding of and the ability to apply theories and principles at a basic level
B	83-86	3.00	
B-	80-82	2.67	
C+	77-79	2.33	Denotes an unacceptable level of understanding and application of the basic elements of the course
C	73-76	2.00	
C-*	70-72	1.67	
D*	60-69	1.00	
F*	<69	0.00	

\*Note: “C-”and below is not satisfactory for a licensure course.

### COURSE PERFORMANCE EVALUATION WEIGHTING

<i>Course Outcomes</i>	<i>Assignments</i>	<i>Total Points</i>	<i>Due Date</i>
1, 2, 3, 4, 5, 6,7,8,9	Attendance and Participation	25	ongoing
1, 3, 5, 6, 7, 8, 9	Book Club/Book Talk Presentation	15	Determined by book choice <i>see syllabus</i>
1, 2, 3, 5, 6,7,8,	One on One Writing Conference	15	Oct 13th
1, 2, 4, 5, 6, 7, 8, 9	Whole Group Writing Lesson	20	Lesson Plan Nov.3rd Reflection Dec.1st
1, 2, 3, 4, 5, 6	Writing Analysis (PBA)	25	Dec. 8th

#### **Participation (25%)**

It is expected that you attend all scheduled classes and field work outlined within the syllabus. Absence from class to observe a religious holiday, to serve jury duty, or to participate in required military service, and medical emergencies are exceptions to the above policy. If you anticipate being absent for any of these reasons, please make arrangements at least 48 hours in advance. In addition, **you are expected to be on time to class** each week unless 48 hours advance notice has been provided to the instructor.

This course operates with the assumption that knowledge is socially constructed and the most meaningful learning opportunities are those where you have the opportunity to offer and explore diverse perspectives with peers; therefore, **you are expected to contribute to all class and online discussions and activities** as well as genuinely listen to peers as they do the same. In addition, **you are expected to be prepared for each class**, which means having completed all assigned readings and tasks for that class. Cell phones are for emergency use only and **it is expected that you will not use cell phones in class** for purposes such as texting, social media, or phone calls.

#### **Evaluation**

You are expected to be prepared for each class, which means having completed all assigned readings and tasks for that class prior to the start of class.

Your participation includes completion of all synchronous and asynchronous application activities. This includes but is not limited to:

- Contributions to whole group and small group discussions
- NearPod responses
- All coursework
- Fieldwork.

**One on One Writing Conference (20%)**

Students will conduct a one-on-one writing conference with a student. The conference will be videotaped and uploaded to GoReact. Reflections will be posted to GoReact. Peer feedback will be provided. A holistic reflection will be submitted with the conference outline. Additional information will be provided in class.

Commented [D1]:

**Evaluation**

The conference outline is  $\frac{1}{4}$  of the grade for this assignment and will be evaluated based on consistency with instructional methods taught in the course; appropriate rationale provided; specification of objectives as related to state and national standards; appropriate match between assessment of learning and learning objectives. The post implementation reflection is  $\frac{3}{4}$  of the grade for this assignment. Reflections will be evaluated for ability to apply knowledge gained in readings and in class (references required); coherence of writing; and mechanics.

**Whole Group Writing Lesson (20%)**

Students will plan and implement a whole group writing lesson incorporating technology in their placement. The focus should be on shared and/or interactive writing. The lesson will be videotaped and uploaded to GoReact. Reflections on the lesson will be posted to GoReact. A holistic reflection will be submitted with the lesson plan. Additional information will be provided in class.

**Evaluation**

The lesson plan is one quarter of the grade and will be evaluated based on adherence to the Elementary Program lesson plan format; consistency with instructional methods taught in the course; appropriate rationale provided; specification of objectives as related to state and national standards; appropriate match between assessment of learning and learning objectives. The post implementation reflection is the other three quarters. Reflections will be evaluated for ability to apply knowledge gained in readings and in class (references required); coherence of writing and mechanics.

**Book Club/Book Talk Presentation (15%)**

Students will form a book club and select a text from the list provided. Read and discuss the text in book club format. The group will select material to be presented to the class using an appropriate presentation format.

**Evaluation**

The Book Talk Presentations will be evaluated based on content presented and appropriateness of format.

<b>Group Club/ Book Talk Due Date</b>	<b>Book Title Choices</b>
September 8 Class 3	Fletcher, R. (1996). <i>A writer's notebook: Unlocking the writer within you</i> . New York, NY: HarperCollins
September 15 Class 4	1. Culham, R. (2005). <b>6 + 1 Traits of writing: The complete guide for the primary grades</b> . New York, NY: Scholastic. 2. Culham, R. (2003). <i>6 + 1 Traits of writing: The complete guide (Grades 3 and up)</i> . New York, NY: Scholastic.
September 22 Class 5	Anderson, C. (2000). <i>How's it going</i> A practical guide to conferring with student writers? Portsmouth, NH: Heinemann
September 29 Class 6	Helman, L. (2012). <i>Literacy instruction in multilingual classrooms</i> . New York, NY: Teachers College Press.
October 20 Class 9	McCarrier, A., Pinnell, G.S., Fountas, I.C. (2000). <i>Interactive writing: How language and literacy come together, K-2</i> . Portsmouth, NH: Heinemann.
October 27 Class 10	1. Heard, G. & McDonough, J. (2009). <i>A place for wonder: Reading and writing nonfiction in the primary grades</i> . NH: Stenhouse. 2. Harvey, S. (1998). <i>Nonfiction matters: Reading, writing, and research in grades 3-8</i> . Portsmouth, NH: Stenhouse.
November 3 Class 11	Wood Ray, K. (2006). <i>Study driven: A framework for planning units of study in the writing workshop</i> . Portsmouth, NH: Heinemann



**Writing Analysis (PBA) (25%)**

**ACEI Standards Assessed: 2.1, 3.1, 4.0**

This is the programmatic Performance Based Assessment for ELED 412. Each student should select a child to observe engaged in the writing process. Each student should also collect at least three writing samples (e.g., one each from September, October, and November) from the target child. Based on these samples, students will prepare an assessment of the child’s writing ability, including ideas for further instruction.

Additional information will be provided in class.

**Evaluation**

Accuracy of assigning developmental level and appropriateness of instructional suggestions based on information from class discussions and texts will determine grade.

**Professional Dispositions**

See <https://cehd.gmu.edu/students/polices-procedures/>

[Additional course or program specific language may be added.]

**TENTATIVE CLASS SCHEDULE**

\*Faculty reserves the right to alter the schedule as necessary with notification to students.

<b>Class Meeting</b>	<b>Guiding Question. Topics</b> <i>How do we build a community of readers and writers in our classrooms?</i> <i>How do we ensure that all students see themselves as writers?</i>	<b>Readings and Assignments</b> <b>(DUE BEFORE In Person SESSION)</b>
<b>Wednesday, August 25</b> 10:30 – 1:00pm In-Person Class 1	Getting to know ourselves as writers Introduction – Syllabus and Assignments	<b>Read and Reflect</b> Posted in Blackboard  <b>View and Do:</b> Class 1 Folder How do you see yourself as a writer? Self-assessment
<b>Wednesday, September 1</b> 10:30 – 1:00pm In-Person Class 2	Writing Development Learning about our students through their writing Introducing the Writers Notebook	<b>Read and Reflect</b> Routman Chapters 1&2  Fountas & Pinnell 74-77 & 104-114 Developmental Continuum  <b>View and Do:</b> Class 2 Folder
<b>Wednesday, September 8</b> 10:30 – 1:00pm In-Person Class 3	Writers’ Notebooks and Culturally Responsive Teaching	<b>Read and Reflect</b> Article Blackboard Hammond Ch 4 posted in Blackboard <b>View and Do:</b> Class 3 Folder

		<b>DUE Book Club Presentation A</b> <i>writer's notebook: Unlocking the writer within</i>
<b>Wednesday, September 15</b> 10:30 – 1:00pm In-Person Class 4	Writing Assessments and Rubrics to Assess Writers. Teaching the writer “ <i>not writing</i> ”	<b>Read and Reflect</b> Routman Chapter 10 <b>View and Do:</b> Class 4 Folder <b>DUE: Book Talk presentation</b> <i>6 + 1 Traits of writing: The complete guide</i>
<b>Wednesday, September 22</b> 10:30 – 1:00pm In-Person Class 5	The Purpose of Writing Conferences Learning to listen	<b>Read and Reflect</b> Readings posted on Blackboard <b>View and Do:</b> Class 5 Folder <b>DUE Book Talk presentation</b> <i>How's it going A practical guide to conferring with student writers?</i>
<b>Wednesday, September 29</b> 10:30 – 1:00pm In-Person Class 6	Oral Story Telling and Culturally Responsive Pedagogy Writing with Multilingual learners	<b>Read and Reflect</b> Readings posted on Blackboard <b>View and Do:</b> Class 6 Folder <b>DUE Book Talk presentation.</b> <i>Literacy instruction in multilingual classrooms.</i>
<b>Wednesday, October 6</b> 10:30 – 1:00pm <b>Asynchronous</b> Class 7	Gradual release Writing to, with, by Consume, Critique, Produce Self-Directed Learning	<b>Read and Reflect</b> <b>View and Do:</b> Class 6 Folder Video- Gradual Release
<b>Wednesday, October 13</b> 10:30 – 1:00pm In-Person Class 8	The What and Why of Shared and interactive writing Getting started - Elements of Interactive writing and shared writing.	<b>Read and Reflect</b> <b>View and Do:</b> Class 8 Folder <b>DUE Book Talk presentation</b> <i>Interactive writing: How language and literacy come together</i> <b>DUE- Writing Conference</b>

		Assignment
<b>Wednesday, October 20</b> 10:30 – 1:00pm In-Person Class 9	Getting started – Application of interactive and shared writing throughout the curriculum  Reading/ Writing Connection	<b>Read and Reflect</b>  <b>View and Do:</b> Class 9 Folder  <b>DUE- Book Talk presentation</b> <i>Interactive writing: How language and literacy come together, K-2.</i>
<b>Wednesday, October 27</b> 10:30 – 1:00pm In-Person Class 10	Writing Workshop Making it work Research	<b>Read and Reflect</b> <b>Routman Chapter 8</b>  <b>View and Do:</b> Class 10 Folder  <b>DUE Book Talk presentation</b> <i>1, Nonfiction matters: Reading, writing, and research in grades 3-8</i>  <i>2. A place for wonder: Reading and writing nonfiction in the primary grades</i>
<b>Wednesday, November 3</b> 10:30 – 1:00pm In-Person Class 11	To, With and By Independent Writing Building writing identity through independent writing	<b>Read and Reflect</b>  <b>View and Do:</b> Class 11 Folder <b>DUE Whole Group Writing Lesson Plan</b> Due uploaded to Blackboard  <b>DUE Book Talk presentation</b> <i>Study driven: A framework for planning units of study in the writing workshop</i>
<b>Wednesday, November 10</b> 10:30 – 1:00pm In-Person Class 12	Celebrating writers and Sharing Writing Digital Literacy – appropriate use of technology	<b>Read and Reflect</b>  <b>View and Do:</b> Class 12 Folder
<b>Wednesday, November 17</b> 10:30 – 1:00pm In-Person Class 13	Writing Analysis (PBA) Work Session Self-Directed Learning	<b>Read and Reflect</b>  <b>View and Do:</b> Class 13 Folder

<b>Wednesday, December 1</b> 10:30 – 1:00pm In-Person Class 14	Pulling it all together Comprehensive Literacy Approach	<b>Read and Reflect</b>  <b>View and Do:</b> Class 14 Folder  <b>DUE</b> <i>Whole Group Writing Lesson</i> <i>Reflection uploaded to Blackboard</i>
<b>Wednesday, December 8</b> <b>Asynchronous</b>		<b>DUE</b> PBA Writing Analysis

Note: Faculty reserves the right to alter the schedule as necessary, with notification to students.

### Core Values Commitment

The College of Education and Human Development is committed to collaboration, ethical leadership, innovation, research-based practice, and social justice. Students are expected to adhere to these principles: <http://cehd.gmu.edu/values/>.

### GMU Policies and Resources for Students

#### Policies

- Students must adhere to the guidelines of the Mason Honor Code (see <https://catalog.gmu.edu/policies/honor-code-system/>).
- Students must follow the university policy for Responsible Use of Computing (see <http://universitypolicy.gmu.edu/policies/responsible-use-of-computing/>).
- Students are responsible for the content of university communications sent to their Mason email account and are required to activate their account and check it regularly. All communication from the university, college, school, and program will be sent to students **solely** through their Mason email account.
- Students with disabilities who seek accommodations in a course must be registered with George Mason University Disability Services. Approved accommodations will begin at the time the written letter from Disability Services is received by the instructor (see <https://ds.gmu.edu/>).
- Students must silence all sound emitting devices during class unless otherwise authorized by the instructor.

#### Campus Resources

- Support for submission of assignments to Tk20 should be directed to [tk20help@gmu.edu](mailto:tk20help@gmu.edu) or <https://cehd.gmu.edu/aero/tk20>. Questions or concerns regarding use of Blackboard should be directed to <http://coursessupport.gmu.edu/>.

- Notice of mandatory reporting of sexual assault, interpersonal violence, and stalking: As a faculty member, I am designated as a “Responsible Employee,” and must report all disclosures of sexual assault, interpersonal violence, and stalking to Mason’s Title IX Coordinator per University Policy 1202. If you wish to speak with someone confidentially, please contact one of Mason’s confidential resources, such as Student Support and Advocacy Center (SSAC) at 703-380-1434 or Counseling and Psychological Services (CAPS) at 703-993-2380. You may also seek assistance from Mason’s Title IX Coordinator by calling 703-993-8730, or emailing [titleix@gmu.edu](mailto:titleix@gmu.edu).
- For information on student support resources on campus, see <https://ctfe.gmu.edu/teaching/student-support-resources-on-campus>
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**For additional information on the College of Education and Human Development, please visit our website <https://cehd.gmu.edu/students/>.**

Guidelines for **WRITING ANALYSIS (ELED 412 PBA)**

This assignment requires you to apply your knowledge of literacy development and literacy content through an in depth assessment of one child’s writing development and the instructional program you would implement for that child based on your assessments. This analysis is a performance-based assessment for literacy III.

As you begin your fieldwork, select a target child. You will assess the child’s writing ability.

Writing: collect at least three writing samples. Be sure they are dated. The samples should include as many different types of writing as possible. Try to avoid having all three be from the same source (e.g., 3 journal entries or 3 prompted stories). Based on these samples you will assess the child’s writing ability. This will include the developmental level as well as specific examples of the writer’s strengths in form, function, and process (you will have to observe the writer engaged in the process of writing). Supporting documents should be attached as appendices and cited in the text. Include a research-based instructional plan.

Evaluation

Diversity of assessments used, accuracy of developmental levels assigned and appropriateness of instructional suggestions based on content from class discussions and references will determine grade. See scoring rubric.

**Assessment Rubric for Writing Analysis ELED 412 Performance Based Assessment**

Criteria	Exceeds 90-100% (met)	Meets 80-89% (met)	Approaches 70-79% (unmet)	Falls Below 0-69% (unmet)	Score
Complete <b>Introduction</b> of the student is included.	9-10  Physical, environmental, linguistic, cognitive, emotional & social	8-8.9  Developmental characteristics of the learner including, physical, environmental,	7-7.9  Introduction provides limited description of the developmental	0-6.9  Introduction lacks a description of the developmental	

	characteristics of the learner are described in detail along with additional information unique to the learner (e.g., motivation).	linguistic, cognitive, emotional & social are described.	characteristics of the learner.	characteristics of the learner.	(Development ACEI 1.0 INTASC 1a CAEP 1a)
The <b>Writing Analysis</b> includes evidence of multiple assessments and cites references and appendices.	9-10 Multiple and appropriate types of assessment data collected by the teacher candidate to identify the student's writing learning needs are collected, referenced, and included in the appendices.	8-8.9 Assessment data collected by the teacher candidate to identify the student's writing learning needs are used, referenced, and included in the appendices.	7-7.9 Assessment data lacks references or appendices. Assessments were done by someone other than the teacher candidate.	0-6.9 Lacks evidence of assessment data.	(Assessment ACEI 4.0 INTASC 6g CAEP 3.a)
The <b>Writing Analysis</b> includes evidence of child's level, strengths in form, function, and process.	9-10 Assessment data from multiple sources is examined and synthesized to understand the learner's progress in level, form, function, and process.	8-8.9 Assessment data includes evidence of learner's level, strengths in form, function, and process.	7-7.9 Writing analysis is incomplete.	0-6.9 Lacks a writing analysis.	(Development ACEI 1.0 INTASC 6c CAEP 2a)
The <b>Writing Instructional Plan</b> is developmentally appropriate and pedagogically sound.	9-10 The instructional plan outlines how developmentally appropriate strategies, materials, and resources will be used to build strengths and address weaknesses while differentiating instruction for the	8-8.9 Instructional plan outlines how developmentally appropriate strategies, materials, and resources will be used to address weaknesses but neglects to build on the learner's strengths.	7-7.9 Instructional plan fails to address child's specific writing needs.	0-6.9 Lacks a writing instructional plan specific to the learner.	

	learner.				
<b>Conclusion:</b> synthesizing the analysis is included.	9-10 Conclusion synthesizes analysis with instructional plans. It includes & supports predictions for learner's success.	8-8.9 Conclusion synthesizes analysis with instructional plans.	7-7.9 Conclusion lacks synthesis.	0-6.9 Lacks a conclusion.	(Assessment. ACEI 4.0 INTASC 6g CAEP 3a)
<b>Mechanics:</b> The paper is coherent, proof read, well-organized, error free and adheres to APA format.	9-10 Paper is coherent, well-organized, error free and adheres to APA format.	8-8.9 Paper is organized and coherent. Paper contains 1-5 errors in mechanics, usage, or APA.	7-7.9 Paper is organized in places and disorganized in others and/or lacks coherence in places. Paper contains 6-9 errors in mechanics, usage, or APA.	0-6.9 Paper is disorganized and/or lacks coherence. Paper contains 10 or more errors in mechanics, usage or APA.	(Content ACEI 2.1)
Total Weighted Score					